Research Paper

Globalisation and Implications for Education: Local Pedagogies

Adjunct Assistant Professor Dr. Mei-ling Lin[1]
[1] Department of Social Science, National Open University, Taiwan R.O.C.

Abstract
In a world coming up with uncertainties and crises, such as the global financial crisis and the Covid-19 pandemic, the local communities must get prepared and be adaptive to rapidly changing circumstances. Taiwan has been making comprehensive educational reforms since the 1990s, aimed at upgrading skills of manpower, and creating rooms for upward social mobility, and has benefited with new opportunities of economic competitiveness. The paper discusses the issues of educational reforms in Taiwan, namely the pursuit of standards and excellence globally, equality of access and quality of education for all. The author discusses some of the contextual factors as challenging educational structures and affecting the functioning of educational systems, including: firstly, disruptions of the pandemic and dawn of a new common; secondly, learning society and lifelong learning during an age of disruption; thirdly, trends and challenges of knowledge society and digital transformation; fourthly, sustainability in higher education; and fifthly, educational reform: bridging global and local education. The author provides an overview of the distinctive 30 years experiences of educational reform in the local context. The research method is literature review.
Keywords: Policy Research Glocal Education Educational Reforms Local Pedagogies COVID-19 pandemic

I.   Introduction

1.1 Educational Reforms Globally

  Some global trends are identified as drivers for educational discussion, including the disruptions of COVID-19 pandemic, expansion of higher education, paradigms shift, and technological advances（Cheng, 2021:32; Harahsheh, Abu Houssien, Alshurideh & Mohammad, 2021:222）. The uncertainty of labour market and workforce precarity have exacerbated inequality as the global impact of COVID-19 pandemic on livelihoods（Tomas, Kift & Shah, 2021:1; Tomas, 2021:45; Bennett, 2021:192; Kift, Tomas & Shah, 2021:299）. The COVID-19 pandemic has forced the educational community to adaptation, coming from teaching face-to-face to sharing the learning setting via online services and open educational practices（Burgos, Tlili, & Tabacco, 2021:3-4; Iliško, Venkatesan & Price, 2021:4; Quinn & Cohen, 2021:424）. Now, educators must develop the ways to deliver courses via these technological modalities. Global growth has raised the value of education that students have access to high quality education for all（Zajda, 2021b:152; Rust & Jacob, 2021:718）. Education provides the ability to flourish in the global society（Bendavid-Hadar, 2021:1055）. The attainment and quality of education varies among societies based on their socioeconomic and political conditions（Quamar, 2021:1-2）. Globalization has indeed made the world more vulnerable to the spread of infectious diseases（Ghosh, 2021:88）. It is critical to explore the effects in multiple settings for education when pandemics occur or when natural disasters obliterate sites, especially in the local communities, Taiwan（Lindsay, 2021:222,223）.

1.2 COVID-19 pandemic and New Common

  There are increasing global outbreaks from the COVID-19 pandemic to communities and schools （Cheng, 2021:16; Huegler & Kersh, 2021:74; Borgman, 2021:42）, and we are facing complex social challenges that require to keep up with technological innovation（Ha, Kumpoh, Wood, Jawawi & Said, 2021:2; Hadani, Winthrop & Hirsh-Pasek, 2021:152）. The local communities have responded to the COVID-19 pandemic in diferent ways, but quarantines and lockdowns have become general response measures. Education

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had changed, and people were faced with the challenges（Aarts, Fleuren, Sitskoorn & Wilthagen, 2021:2-3; Ferreira, Antunes, Gallo, Tognon Pereira, 2021:266; Bosman & Van Wieringen, 2021:47; Elayan, 2021:311）. When economic restructuring and life expectancy are the policy priority in response to the impact of globalization and disruption, education is seen as the means for equal opportunities and social cohesion（Lee, 2021:700; Keeves, I. Darmawan & Lietz, 2021:425; Chudgar & Aslam, 2021:1050）. It needs us to take into account the challenges of the COVID-19 situation（Kersh, Toiviainen, Zarifs & Pitkänen, 2021:1,3,15; Ra, S., Jagannathan & Maclean, 2021:5）. The paper outlines new directions for learning societies resulting from experiences generated by COVID-19 and other disrupters, and captures the barriers that must be overcome to achieve the vision of a new normal.

1.3 Prospects for Revolution in Learning

School closures and social distancing measures had an impact on our lives that we have to learn to live with this new normal（Keijsers & Bülow, 2021:117; Prins, 2021:183; Maclean & Wheeler, 2021:23; Raby & Zhang, 2020:20）. The use of digital technology made the new normal in education possible. COVID-19 provides an opportunity to make creative policy proposals which can accelerate the realization of the learning society, and presents an opportunity to redesign our educational system（Kang, 2021:70-72; Delgado, Zobel & Delgado, 2021:79）. It is the paper dedicated to examining education, society and reform in the local communities, Taiwan in tandem with global developments. This paper explores the changing contextual and theoretical perspectives on the educational reform through a literature review of selected journals or books published from 2000–2022. The aim is to provide advices on how education can create optimal circumstances for promoting the growth of the next generations in a new common or the new normal.

1.4 Related Researches

Scholars do researches into the theme "globalisation and educational reforms", and come to the conclusions as described below: (1) The globalisation processes impact on education and policy reforms, designed to promote economic competitiveness, national identity and social equity（Zajda, 2021a:1）, (2) The paper discusses the crucial issues at the centre of education reforms, namely the pursuit of standards and excellence globally, equality of access and quality of education for all（Zajda, 2021b:151）, (3) While contemporary teachers exhibit positive attitudes toward the principles of inclusion, some feel unprepared to comply with the policy requirements（Mazurek & Winzer, 2021:465）, (4) Education is an essential component of the development and the wellbeing of the human and nations globally（Keeves & Darmawan, 2021:819）, (5) The need for formal systems of education fosters the possibilities of social transformation that can ensure dignity, equity, and justice for all（Pappu, 2021:1384）, (6) Inclusion of poor children in mainstream schooling is a solution to their poverty（Naveed & Sutoris, 2021:1438）, (7) These reforms were very clear: a clear curriculum, increased school autonomy, students' assessment, vocational paths, and flexibility（Crato, 2020:209）, (8) Unfortunately, this reform defied deeply rooted uses of various stakeholders and treaded on many political interests（Bonilla-Rius, 2020:105）, (9) The knowledge-creating school required the introduction of innovative methods and pedagogies in school classrooms（Ní Dhuinn, Byrne & Prendergast, 2021:22）, (10) The reform agenda has seen educational aspirations expressed in respect of the development of key skills in respect of digital technologies（Johnston, 2021:85-86）, (11) The governments maybe turn to schools to provide students with opportunities to develop the skills necessary to thrive（Reimers, 2020:1）, (12) The teaching style must take the transition from cramming to help students acquiring the ability to think on their own（Yamanaka & Suzuki, 2020:81）, (13) Education is a fundamental human right that promotes individual freedom and yields important development benefts（Bendavid-Hadar, 2021:1045）.

II.   Theoretical Foundations

2.1 Disruptions of Pandemic and Dawn of New Common

The COVID-19 pandemic and the resulting social lockdown was one of the major life transitions. The uncertainty of the transmission and the high mortality rate increase the amount of mental worry（Shwetha & Dhariwala, 2021:157-158; Pierce, 2021:170; Cruz, Pinto & Ferreira, 2021:340）. The discussions on the impact of COVID-19 on the working practices and human resource management are focused on defining a new normal that flexible working or remote working would be a new norm（Elayan, 2021:313; Krskova, Wood, Breyer & Baumann, 2020:270）. The widespread use of digital technology made the new normal in education possible. The old common is humankind-centered, bluntly ignoring the wider ecological system（Aarts, Fleuren, Sitskoorn & Wilthagen, 2021:6-7）. Although the coronavirus crisis brings students many new life experiences, social

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distancing and distance learning are crippling the interactions that promote a profound educational experience （Adams, 2021:24）.

2.2 Learning Society and Lifelong Learning During an Age of Disruption

A society seeks to promote learning for all, contributing to individual and community development and social cohesion. Following the Sustainable Development Goals (SDG 4) on education, equity in education is influenced by two strands, firstly, learning as a universal good for individual irrespective of circumstance and secondly, notion of fairness and social justice, so that lifelong learning calls for investment in learning opportunities for all （Pappu, 2021:1386）. School is a tool with which to develop resilience in students to face challenges. Challenges posed by COVID-19 pandemic have revealed the importance of providing education and training for learning continuity that there will be a new normal （Ra, S., Jagannathan & Maclean, 2021:7-8; Kersh, Toiviainen, Zarifs & Pitkänen, 2021:6; Tóth, Szirmai, Merkovity & Pongó, 2021:122; Maclean & Wheeler, 2021:19; Atchoarena & Howells, 2021:167; Jamil, Ahmed & Pudasaini, 2021:1192; Ghosh, 2021:92）. The new challenge is to figure out how to take advantage of the crisis response toward realization of the learning society （Kang, 2021:70-72; Delgado, Zobel & Delgado, 2021:79）.

Marginalization in education is a form of persistent disadvantage rooted in social inequalities （Pappu, 2021: 1387）. The challenge for education is to find the means to balance equity among diverse groups along with maintaining quality （Ghosh, 2021:93-95）. The idea of social inclusion is defined as active participatory citizenship （Kuusipalo, Toiviainen & Pitkänen, 2021:104,117; Pata, Maslo & Jõgi, 2021:139）. The effect of COVID-19 will likely have on the participation: the exacerbation of schooling inequity in lockdown, the shift from face-to-face to online outreach activity, and the compounding of student poverty, vulnerability and social exclusion （Kift, Tomas & Shah, 2021:299; Huegler & Kersh, 2021:58）. The COVID-19 pandemic has disrupted schooling; therefore, inclusive education that values sustainability must continue （Navaitienė & Stasiūnaitienė, 2021:26,37; Maylor, 2021:233）.

2.3 Trends and Challenges of Knowledge Society and Digital Transformation

In a society in which knowledge is understood as the important resource of economies, the process of digitalization is of importance. Digitization and globalization as well as demographic change are among the factors that contribute to the change. New work is about technology, and also about digital change during the COVID-19 pandemic （Golowko, 2021:70-71; Helmold, 2021:1,4; Jung, Jones, Finkelstein & Aarrevaara, 2021:417）. Technological change perceived as a factor for progress, but also as factor of pressure by some of those active in the labor market and lacking digital skills （Tîrcˇa, Cismas & Dumitru, 2021:218）. The 2030 Agenda for Sustainable Development (SDG 4) has set a number of objectives for quality education, decent work and economic growth. To enable technological progress and economic growth, and to keep communities competitive, investment in skills is needed （Golowko, 2021:13-14）.

2.4 Sustainability in Higher Education

The mission of higher education has been to serve as a qualification and socialization agent for the political and economic elite. Because higher education was exalted as the important tool in promoting social mobility and reduced income inequality, it was seen as a higher value public good （Golowko, 2021:6; Alajoutsijärvi, Alon & Pinheiro, 2021:38; Velayutham, 2021:371; Ross, 2021b:307）. Privatization is a process by which both the resources and logics of higher education have changed that it was possible for the marketization （McClure, Barringer & Brown, 2020:640）. The sociocultural catalysts of privatization are the result of changes in the way society thinks or logics: public good versus private good. These two emphases – generating knowledge and developing citizens, are understood to be public goods which are provided by higher education （McClure, Barringer & Brown, 2020:609-612）.

2.5 Educational Reform: Bridging Global and Local Education

The definition of globalization is referred to "a transformation in the spatial organization of social relations generating transcontinental flows" （Ampuja, 2021:42; Daun, 2021:93; Jamil, Ahmed & Pudasaini, 2021:1174）, and is accompanied by corresponding economic, political, social, technological and educational transformations （Zajda, 2021b: 151-152; Casinader, 2021:321; Ayyildiz & Durnali, 2021:160; Zajda & Rust, 2021:5）. The term glocalization is used to describe the simultaneous occurrence of processes of globalization and localization, and it can help to interpret current processes related to the COVID-19 crisis （Groenleer & Bertram, 2021:94,95; Rinne, 2021:56; Saha, 2021:784,785）. There is now a global labor force and academic marketplace driving the competition for human resources, such as the "Trends in International Mathematics and

Science Study" (TIMSS) , "Programme for International Student Assessment" (PISA) and "Progress in International Reading Literacy Study" (PIRLS), which the aim is to gauge students' knowledge and competencies in contexts as close to real-life situations as possible（Johnston, 2021:86-88）. These international projects exert a significant influence on global educational reforms. This external influences permeate such reform agendas and lead to the adoption of a local version of a global trend（Johnston & Murchan, 2021: 257-258）. There has been a reorientation globally towards aligning curriculum reforms on the basis of key competencies or skills. The global massification of higher education increased opportunities for the emergence of a global knowledge-based economy（Yamada, 2021:272; Rinne, 2021:70; Daun, 2021:111; Carvalho, 2021:18; Ormond, 2021:37; Oketch, 2021:34; Kaushik, 2021:50; Hutchings, 2021:61-62; Byrne, 2021:194）.

By thinking about ambitious educational changes, the educational practice is the result of shared norms and practices. The process of educational change can be understood through a multidimensional view. A psychological perspective highlights the process of teaching and learning for students and for teachers supporting instruction. A political perspective recognizes that education affects the interests of many different groups, and that those interests vary within and across groups（Reimers, 2020:24-39,41）. Poverty shapes children's educational aspirations, opportunities, and experiences and is in turn affected by the attainment of education. Education is believed to equip individuals with the skills, attitudes, and credentials that are rewarded in the labor market and so can help them break out of poverty（Naveed & Sutoris, 2021:1438）. Education is a mechanism for promoting social mobility; higher education may be considered sites for hybridity of equality （Thomas, 2021:6-7）. Poverty remains as one of the serious global issues. It is most challenging to accumulate human capital through education that knowledge and technology are the important factors to derive economic growth（Matsuo, 2021:136）.

III.   Aims, Underlying Assumptions & Method

An educational policy is formulated in a certain social environment that those researchers need to be aware of these factors. The author discusses some of the contextual factors as challenging educational structures and affecting the functioning of educational systems, including: firstly, disruptions of the pandemic and dawn of a new common; secondly, learning society and lifelong learning during an age of disruption; thirdly, trends and challenges of knowledge society and digital transformation; fourthly, sustainability in higher education; and fifthly, educational reform: bridging global and local education. The local communities, Taiwan have been making comprehensive educational reforms for 30 years. The paper is organized into five parts. In Part I: Introduction, the first part provides an overview of key issues and sets the overall context for the subsequent parts. It addresses the concerns, and prospects for educational reforms and the challenges for the disruptions of the pandemic and dawn of a new common. Part 2 discusses the conceptual framework for the approach by elaborating on the meaning of educational reform, along with key issues and concerns in the COVID-19 pandemic. Part 3 explains the proposed method. Part 4 presents and discusses the results and the analysis. Finally, Sect. 5 concludes the paper and suggests possible future directions. The author provides an overview of the distinctive 30 years experiences of educational reform in the local context. The analysis of the literature review serves the goal of gaining a multiplicity of perspectives as the author analyzes how to contextualize the educational phenomena in the socio-cultural-political milieu. The qualitative design, which is shown in Figure 1, shows that meaning is constructed in interaction with the world and includes a depiction of what theories were used, and how the author utilized the theories in the research.
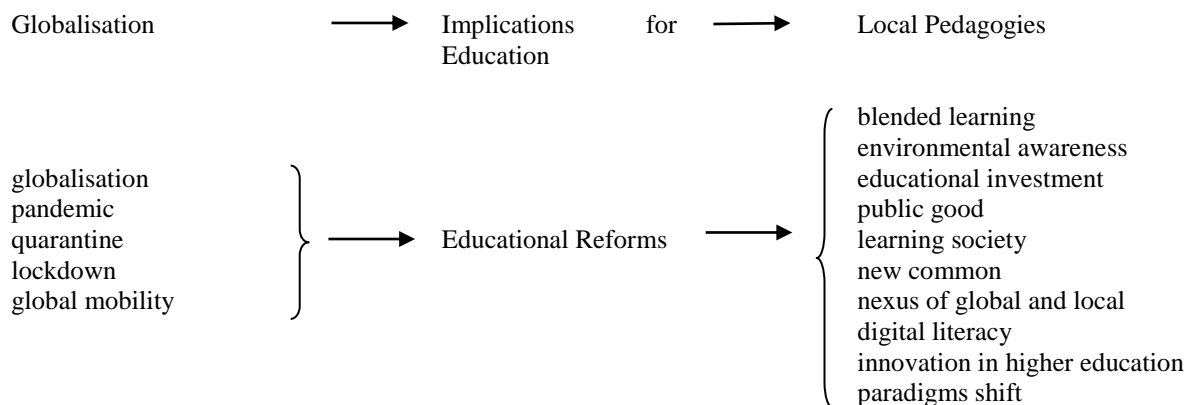
Globalisation ⟶ Implications for Education ⟶ Local Pedagogies

globalisation
pandemic
quarantine ⟶ Educational Reforms ⟶
lockdown
global mobility

blended learning
environmental awareness
educational investment
public good
learning society
new common
nexus of global and local
digital literacy
innovation in higher education
paradigms shift

Figure 1.   Research Framework

IV.   Results

Taiwan has experienced change and reforms with some unique sources or drivers of the policy initiatives that adopted the policy of skill development and knowledge-based society. The educational reforms are by far the comprehensive and proved to be a harbinger of the social change. The author takes into account the socio-economic context, the components of education policy and COVID-19 pandemic for the promising future in the local communities, Taiwan.

4.1 Management Strategies Infected by COVID-19

The COVID-19 pandemic enforces challenges how the local communities can stop the spread of the virus. Taiwan was exemplified as a successful preparedness to combat the infectious COVID-19 outbreaks. Ministry of Health and Welfare and Taiwan Centers for Disease Control took several steps to combat the epidemic in collaboration with the healthcare system stakeholders. Major actions and measures that used for beating COVID-19 pandemic could be summarized as follow: lockdown, quarantine, wear masks in shared spaces, support medical care, travel restrictions, essential services safety, and health guidelines. Taiwan is proud of the efforts expended to keep students and staff safe. Although Taiwan has succeeded in flattening the COVID-19 spread curve, Taiwan has suffered the socio-economic losses due to its limited capacity to absorb the national lockdown and prolonged closure of economic sectors. Taiwan adopted lockdown strategy, and stay-at-home directive to curb COVID-19 spread, have encountered company bankruptcy, increasing unemployment, and adverse socio-economic impacts on vulnerable populations livelihood. The physical distancing is requiring us to develop new ways of communicating which will involve new technologies. People need to respond easily to change such as keeping physical distance and working online. These are connected with the quality of education.

4.2 Policy Contexts

1) Global Trends in Local Education

Taiwan is heading towards the society which knowledge is the key resource and knowledge workers are the productive group in its workforce, so that Taiwan must get adaptive to problems during this disruption. Education has an important role to play in the development of the knowledge-based economy in face of the profound impact of globalization and disruption. With the rise of international discourse in education and the increasing awareness of policy ratings in international achievement tests, Taiwan has led the rankings in international tests and is a symbol of education adapted to the challenges. Students' academic achievement is measured within the internationally agreed framework, such as TIMSS, PISA and PIRLS. Table 1 illustrates the "Achievements of Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS), End of 2019". Taiwan has adopted a policy that combines focus on literacy and basic knowledge in reading, writing, mathematics, and natural science. The outstanding performance can be attributed to the high quality of its schooling systems, which depend on the renewal of curriculum and pedagogy in response to emerging needs of the global economy. Taiwan is not free from social problems such as poverty and income inequality with widening income gaps. Policy responses in education have included an emphasis on lifelong learning and skill upgrading.

Table 1. Achievements of Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS), End of 2019.

Rank	8th Grade Mathematics		8th Grade Science		4th Grade Mathematics		4th Grade Science	
	Country	Mean Score	Country	Mean Score	Country	Mean Score	Country	Mean Score
1	Singapore	616	Singapore	608	Singapore	625	Singapore	595
2	R.O.C.	612	R.O.C.	574	Hong Kong	602	Republic of Korea	588
3	Republic of Korea	607	Japan	570	Republic of Korea	600	Russia	567
4	Japan	594	Republic of Korea	561	R.O.C.	599	Japan	562
5	Hong Kong	578	Russia	543	Japan	593	R.O.C.	558
6	Russia	543	Finland	543	Russia	567	Finland	555
7	Ireland	524	Lithuania	534	Northern Ireland	566	Latvia	542
8	Lithuania	520	Hungary	530	England	556	Norway	539
9	Israel	519	Australia	528	Ireland	548	United States	539
10	Australia	517	Ireland	523	Latvia	546	Lithuania	538
11	Hungary	517	United States	522	Norway	543	Sweden	537
12	United States	515	Sweden	521	Lithuania	542	England	537
13	England	515	Portugal	519	Austria	539	Czech Republic	534
14	Finland	509	England	517	Netherlands	538	Australia	533
15	Norway	503	Turkey	515	United States	535	Hong Kong	531
16	Sweden	503	Israel	513	Czech Republic	533	Poland	531

17	Cyprus	501	Hong Kong	504	Belgium	532	Hungary	529
18	Portugal	500	Italy	500	Cyprus	532	Ireland	528
19	Italy	497	New Zealand	499	Finland	532	Turkey	526
20	Turkey	496	Norway	495	Portugal	525	Croatia	524

Source: The Republic Of China （2022a）. Education Statistics. Ministry of Education.
Unit: Score

2) Shifting Demographics and Knowledge-based Economy

Taiwan faces the specter of a shrinking labor force due to sustained decreases in fertility rates. The labor supply is predicted to decrease over time that Taiwan's workforce will be 10% smaller by 2040 compared to 2020. To maintain economic growth despite a shrinking labor force, there needs to be an increase in productivity resulting from upskilling of the workforce and adopting technology. Greater longevity and better health translate to longer working lives and delayed retirement. Taiwan's transformation to a knowledge-based economy requires investments in expanding research and innovation that are essential to sustain the economic growth. Taiwan has recognized the need for its workforce to be able to respond to the ways in which globalization and technology have changed the economy and work. Taiwan ensures that individuals are given opportunities to acquire the skills necessary for career changes, and that industries have a steady pipeline of highly qualified talent.

3) Higher Education and Lifelong Learning

In the changing policy and economic contexts, public policy for higher education has changed dramatically. The government policy encourages universities to produce socially relevant knowledge and technology to support the economic competitiveness. With focus on educational reforms and expansion, the number of universities increased rapidly. In addition, the government increasingly emphasizes employability and market relevance in relation to higher education. Several colleges and vocational institutions cater to the growing need for a professionally trained workforce. The science and innovation system's response to COVID-19 has been rapid as seen through the development of the COVID-19 vaccine and rollout of digital technologies for e-learning and e-communication. Agendas of equality and pluralism came into focus from the late 2000s onwards, leading to a rise in programmes of second chance and second way of adult education. Adult education and lifelong learning have been characterized as policy priorities.

4) Equality in Education

Taiwan has experienced an unprecedented expansion of mass schooling over the recent decades that has widened access to education of the excluded populations includingthe poor and socially disadvantaged groups. The sustained economic growth has also led to a significant reduction in poverty. The discourse aimed at reducing inequality in education has gained momentum. Those policymakers interested in promoting equality adopt the practices, including: firstly, strengthening of early childhood education; secondly, prevention and reduction of the separation of students; and thirdly, active management of the education market. Opinions differ regarding vocational education and its contribution to equality. Some believe that vocational education helps cement social classes in the next generation. But the vocational education is also considered as a safety net rather than a mechanism for exclusion（Berkovich, 2021:128, 130-131）.

5) Educational Reform Towards Twenty-First Century

Taiwan is undertaking reforms in school education. These comprehensive reforms include a wide range of changes, such as reform of curriculum standards, a new school evaluation system, introduction of an international academic performance test, teacher training, reforms in university entrance examinations and admission policies, and improved coordination between schools and society. The starting point was a report by the Advisory Committee for Education Reform set up by the Executive Yuan, R.O.C. (Taiwan) in 1994. The report stressed that respecting for the individual should be the fundamental principle upon which educational reforms are built. It urged Taiwan to shift its focus from standardized, conventional rote learning towards learning that would help children develop the flexible and independent mindsets needed to think and take responsibility for their actions. Further, the government had to consider making further changes to social and employment structures to prepare for technological advancements. To adapt to these major social changes, such as globalization, the development of information and communications technology (ICT), and the COVID-19 pandemic, and establish a twenty-first century education system, Taiwan has continued to prioritize educational reforms.

4.3 Education Strategies Infected by COVID-19

The impact of COVID-19 on the education can be illustrated with some key government decisions: the announcement of temporary closures of educational institutions, the implementation of social distance learning,

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and the pronouncement of a national lockdown. The government, through the Ministry of Education and multi-sectoral departments, has imposed strict regulations to implement various distance communication and learning strategies to adapt to the new normal.

1) Dawn of New Common

During the Covid-19 pandemic, many schools moved to online teaching and used video conferencing tools and devices. Participants can join these online meetings using a variety of devices, including desktop, mobile and video systems. Solutions like Zoom, Canvas, Open Broadcaster Software, Microsoft Teams, Webex or Skype and other online tools also offer video conferencing features like screen sharing, meeting recording, and more. Schools were advised to implement a mixture of pedagogical approaches that teachers were encouraged to teach via video-conferencing, especially for students who have access to the internet at home. Blended learning (BL) or integrated learning strives for a meaningful combination of traditional face-to-face events and modern forms of e-learning. The blended learning is becoming the new normal in education.

2) Sustainable Crises Management

In the face of the COVID-19 pandemic, government-mandated measures included social distancing, restrictions on mass gatherings, the enforcement of mask-wearing and the use of digital contact tracing, and the mobile phone apps. The introduction of lockdowns and social distancing measures sometimes makes people feeling resentful of the new normal. Remote meetings became a way of life, resulting in an upsurge in the usage of online tools. However, to overcome the digital divide and make digital learning more equitable and accessible to all, Taiwan needs to ensure that all learners have affordable access to computers and the internet. Taiwan was successful in dealing with the spread of COVID-19 due to early steps of social distancing undertaken by the government. Most of students were with access to personal computers, tablets, smartphones or internet connections available at home. The main issue that schools encountered as a result of sudden closure was a lack of a unified digital platform. Further, teachers had insufficient competencies to work with new technologies and experienced difficulties in designing online materials in a very compressed time. The challenge for the administration of schools was how to lead schools in the uncertain situation.

V.   Discussion

Education is identified as one of the pillars for advancement, and for equipping young with knowledge and attributes required to be successful globally. While globalisation has enabled many changes, it has caused many burdens for the educational systemse. In the process, educational systems take into account their traditions, cultural values as well as local ideologies in their consideration to transform（Ha, Kumpoh, Wood, Jawawi & Said, 2021:4）.

5.1 Challenges for Schools in Turbulent Times of Pandemic
1) Digital Literacy

The COVID-19 pandemic has disrupted educational systems and caused communities to find innovative solutions for the delivery of learning to students that the educational systems need to be resilient to disruptive challenges. The government will need to review the availability of technological aids for learning and assessment, and prioritize faster adoption（Kaushik, 2021:54,55; Holmes & Robertson, 2021:237-238）. One of the challenges schools are facing during COVID-19 was the transition from teaching in a physical environment to teaching in a digital environment. In order to meet the needs of a new generation the schools fostered a digitalization of the learning process（Iliško, Venkatesan & Price, 2021:14-15; Johnston, 2021:93; Vladova, Ullrich, Bender & Gronau, 2021:228）.

2) Innovation in Higher Education

Higher education institutions are challenged to produce students with global knowledge and skills that make the competitive in a global context（Yamada, 2021:276）. There is an urgent need to rethink the current socio-economic development models in higher education（Akkari, 2021: 265-266）. It is a foundational cornerstone of innovation in higher education and is linked to information technology (IT) infrastructure（Jacob, 2021:198）. The higher education has been forced into the digital space in response to the Covid-19 crisis which has provided higher education with a vehicle for greater outreach and widespread knowledge dissemination. It would be in the local community interest to concentrate investment in digital tools for reinforcing the knowledge economy. It may be that the Covid-19 crisis provokes a shift towards the principles of higher education as a basic right and common good（St. John, 2021:264,268）.

3) Challenges Involved in Access to Education

Schooling does not always lead to upward social mobility for children from poor families. Indeed, it has the potential to reproduce and even exacerbate social inequalities by perpetuating existing social differences （Naveed & Sutoris, 2021:1450-1453）. Ensuring access to education is an obligation, and lack of access to education is regarded as a form of inequality（Pappu, 2021:1389,1390）. Equality meant the chance to get ahead, regardless of one's origins. It is assumed that education is the transparent means for social mobility and inequality reduction（Velayutham, 2021:376,377）.

5.2 Towards New Common
1) Development in New Common
The new common would have to be more inclusive and diverse, and offer more leeway for the young. People develop a digital society by virtue of the smart devices and the digital technology, like MS Teams, Zoom, Skype, and smart mobile apps. The coronavirus crisis is accelerating the digital transformation（Aarts, Fleuren, Sitskoorn & Wilthagen, 2021:8,10-11）. The new common is important in the context of globalization and digitalization that we will be more sustainable and participating in a network society（Heynders, 2021:103）. Sustainable change should require an appreciation of both new and traditional ways of working and living together（Prins, 2021:187; Wicherts, 2021:217）.

2) Solutions for Education in a Crisis Context
Adolescents are in the midst of establishing an important foundation for developmental growth. Social distancing undermines social support of the intimate companions, which may lead to loneliness. Adolescents' potential for growth and resilience was hindered during the lockdown measures. Face-to-face contact with friends is a developmental need（Keijsers & Bülow, 2021:120,121）. Adaptation to the new normal will be necessary, requiring schools to adjust to changing circumstances to maintain service levels. Future research should consider the impacts of COVID-19, in terms of both inbound and outbound student mobility（Strods, Berka & Linney, 2021:65）.

5.3 Powering a Learning Society During an Age of Disruption
Education is one of the areas most affected by the COVID-19 pandemic. Schools closed for a time, and almost all students had to stay at home. Distance teaching and learning suddenly became the new normal. Many countries adopted flexible learning strategies using various information and communication technologies after schools shut down（Kang, 2021:63）. Being forced to replace traditional face-to-face physical classroom teaching with online and distance learning has implications for education（Fabbri, Giampaolo & Capaccioli, 2021:214,215）. Technological development is vital to this change in education. The challenges caused by COVID-19 will bring about educational change, with the fruition of the concept of a learning society. The educational researchers are referring to the COVID-19 pandemic as being a catalyst for the revolution in education（Maclean & Wheeler, 2021:23）. The policymakers and educators should discuss ways to take advantage of the pandemic to move toward the era of the learning society（Kang, 2021:64）.

5.4 Visions of Post-COVID World
1) Strategies to Achieve Visions
Those students and teachers maybe recognize the COVID-19 crisis as an opportunity that they had ideas to put their visions into action ranging from changing individual behaviors up to overhaul the educational and economic systems. The government should create opportunities for them to shift how they see the economy and education and instead of worrying about the challenges. We need to focus on the wellbeing of humans and also the ecosystems around us（Quinn & Cohen, 2021:421-422）. The paradigm of environmental education emerged as a driver for sustainability. The challenge for environmental education is to effectively motivate students to commit to eco-friendly lifestyles（Cruz, Pinto & Ferreira, 2021:341-342）. Some local communities such as Taiwan have realized the importance of valuing environmental education.

2) New Paradigm Shift
Globalisation, with its political, social, cultura, and economic systems, and the competitive market forces have generated the growth in the knowledge industries and information communication technologies (ICTs) that are having profound effects on educational institutions. One of the effects of forces of globalisation is that educational organisations are compelled to embrace the corporate ethos of the accountability and proft-driven managerialism. Hence, the educational researchers should understand that the politics of educational reforms reflect this new paradigm of standards-driven and outcomes-defined policy change（Zajda & Rust, 2021:133）.

VI. Conclusions and Suggestions

6.1 Challenges and Issues

1) Sustainability of Knowledge Economy

The world has been affected by the impacts of the COVID-19 pandemic. The educational system has been going through interruptions and has been the experimental ground for new pedagogical and technological interventions（Ha, Kumpoh, Wood, Jawawi & Said, 2021:15）. Education, and particularly higher education, has been the foundation of a meritocratic society, and has been promoted as the effective means out of poverty. In a merit-based system, education filters parents＇ economic position from passing through to their children （Velayutham, 2021:388）. The government has focused more resources on education, and undertaken innovations to achieve the goals of preparing students for the future.

It is a challenging time, but one replete with opportunities for innovation and change（Murgatroyd, 2021:320）. One of the aims of the future education is to groom students＇ innovative edges for global competitions（Cheng, 2021:19）. If the reform is to achieve sustainable development in education, government needs to uphold the core values of integrity and professional autonomy in education. It is time for policymakers to reflect upon the social inequality and to revise the relevant measures（Lee, 2021:712）. The Covid-19 pandemic is the way of think and practice didactic in higher education that has a responsibility to determine how to to connect the local and global economy with the increased responsiveness to social demand（Fabbri, Giampaolo & Capaccioli, 2021:214,215; Bain & Cummings, 2021:45）.

The COVID-19 pandemic caused disruption in education, depriving students of social interaction（Iliško, D., Venkatesan, M., & Price, E. 2021:18）. A transition to a new normal, from the traditional classroom setting to a new digital environment creates a need to guarantee a quality education by granting equal access to all（Iliško, Venkatesan & Price, 2021:18）. COVID-19 provides a transformational opportunity. We must find new paths that create revolutionary ways of learning and teaching that move students and teachers toward caring and kindness（Sammel & Corcoran, 2021:291）.

2) Auguring Prospects for Revolution in Learning

The COVID-19 pandemic and subsequent situation of lockdown and social distancing have given rise to issues including a possible recession, and a threat to survival and uncertainty（Shwetha & Dhariwala, 2021:164）. The COVID-19 pandemic turns from a health crisis into an economic and social crisis, and the flaws in the labor market and social security have become visible（Bekker, Buerkert, Quirijns & Pop, 2021:38-39; De Jong & Van Reisen, 2021:106-107）. COVID-19 pandemic will positively contribute to improved learning on how to build the resilience in organisations to assist people to live healthier and assume more sustainable lives （Elayan, 2021:319）.

The disruption of the job market, growing social and economic inequality, and the pandemic loom large （Maclean & Wheeler, 2021:19）. COVID-19 has led some students into circumstances of disadvantage that inequality has been something in the student experience of learning（Kift, Tomas & Shah, 2021:323,324）. Marginalization in education is linked to societal inequalities, and the solution is that the educational system takes measures to recognize the cause and forms of marginalization and ensures that they are not reproduced in education（Pappu, 2021:1397）. It is necessary for making further progress in reforming educational systems serving the poor（Naveed & Sutoris, 2021:1455）. It will be important for the policymakers and educators to apply the functions of education as the drivers in designing the futures of education（Cheng, 2021:29）.

3) Powering a Learning Society During an Age of Disruption

The COVID-19 pandemic has demonstrated that learning is not confined within the four walls of an educational institution, and that it is possible to continue to learn in challenging circumstances（Kaushik, 2021:59）. The COVID-19 crisis comes with opportunities. It opens the door for us to reframe educational systems to become more inclusive and equitable; it also underlines the increasing need to redefine future learning societies beyond the classroom structure and incorporate hybrid methods of education engagement （Delgado, Zobel & Delgado, 2021:84）. We aspire to further support our citizens＇ capacity building and contribute to society with its ever-changing needs（Green, Hertzman & Banderlipe, 2021:102）. A learning society takes multiple interactions to grow an ecosystem that makes the best out of individuals＇ learning. This new age of economic development will reveal the development of more dynamic partnerships（Prina & Zisimos, 2021:116）. Enable lifelong learning to become resilient to all types of shocks and disruptions paves the way for sustainable future（Maclean & Wheeler, 2021:25-26）.

In the long term, education must be considered on solutions for the challenges, and education must

promote an understanding that cooperation is imperative. People must have social cohesion even when we maintain physical distance. The pandemic is a call to action to create a socially cohesive world（Ghosh, 2021:99）. It is necessary for government to strengthen its policies to support stable employment and to increase its investments in human capital to counter low fertility（Matsuda, 2020b:37）.

6.2 Limitations and Implications
1) Issues in Education for Tomorrow
        Globalisation and the competitive market forces have generated the growth in the knowledge industries. There is a trend in educational systems of shifting the emphasis from the progressive child-centred curriculum to economy-centred vocational training. Curriculum reforms and school policies increasingly address the imperatives of the global economy discourse-competition and quality（Zajda, 2021b:163,164）. Schools represent an important investment in making the further transformation from industrial to the knowledge-based societies （Zajda, 2021b:161）. The government has the responsibilities to encourage industry and higher education to be more innovative to the needs of a globally competitive knowledge economy and changing labor market requirements（Jung, Jones, Finkelstein & Aarrevaara, 2021:416）.

        How can communities create a sustainable system of research innovation and foster collaboration between sectors（Jung, Jones, Finkelstein & Aarrevaara, 2021:426）? There are the needs to reevaluate the structure of education and training, and re-engineer education for change. Constructing an effective learning society should be considered in the context of solving societal challenges. The government needs to promote a culture of learning where lifelong learning is promoted（Ra, S., Jagannathan & Maclean, 2021:11-12）.

        Privatization has the potential to increase barriers to access and decrease equity for students. We still lack a complete picture of how privatization is impacting student access, equity, and the quality of the education. Further research should explicate the mechanisms by which privatization is impacting institutional financial aid, selectivity criteria, the availability of educational offerings, and quality（McClure, Barringer & Brown, 2020:646-649）.

2) Towards a New Social Order
        The COVID-19 crisis shows how disruptive the effects of nature can be on society. The disruptive coronavirus crisis should be understood as the prelude to a process of creative destruction which old techniques have to make way for new ones. We might need governments to take a more proactive role in changing the rules that help businesses to contribute to shared value for our societies（De Jong & Van Reisen, 2021:108）.

        With technological innovations such as computers, iPads, iBooks, and other electronic devices, the classroom is expanding so that it becomes a community without walls. Virtual learning environments and blended learning have become an accepted part of the classroom（Zajda & Rust, 2021: 159-160）. The COVID-19 pandemic has led to massive investments in technologies and innovations so as to help enhance the teaching and learning experiences（Ha, Kumpoh & Wood, 2021:427）. For strengthening the capacity of partnerships, we should use the digital and technological capabilities for the benefit of the community in the post-COVID-19 future（Tîrcˇa, Cismas & Dumitru, 2021: 227-228）.

3) Implications and Directions for Future Research
        Despite of the existing studies having evaluated on how COVID-19 has altered the Human Resource Management（HRM）, the pandemic is still a new concept, and is still work on progress. Scholars need to focus more on gaining relevant knowledge for supporting relevant management practice to promote the HRM practices（Elayan, 2021:319）.

        The COVID19 pandemic is a real-life example to illustrate the dangers of the human actions on natural resources and its consequences for global health. The future studies should investigate the COVID-19 impacts on (A) education during social isolation times, (B) students, teachers and families' actual perceptions and the influences on their behaviors, (C) implementation of environmental education in different educational levels （Cruz, Pinto & Ferreira, 2021:343）. If networks can help sustain these directions, we could surely evolve new adaptations to the challenges this pandemic has brought to our educational systems（Eirdosh & Hanisch, 2021:479）. Further work is required to empower more educators to come together to improve these participatory processes of school improvement.

        Taiwan deployed several actions such as quick response, lockdown, quarantine, traveling restriction, wearing face masks, apply social distancing, delay reopening, and set sufficient health equipment with more commitment from the communities. Due to preventing the COVID-19 pandemic spreading, reducing the mortality rate and shortening the period to control the effects of the virus, Taiwan wins the battle. There is lack of reported measures about the virus in the local communities. It needs long period to be validated the proposed

framework for more measures.

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